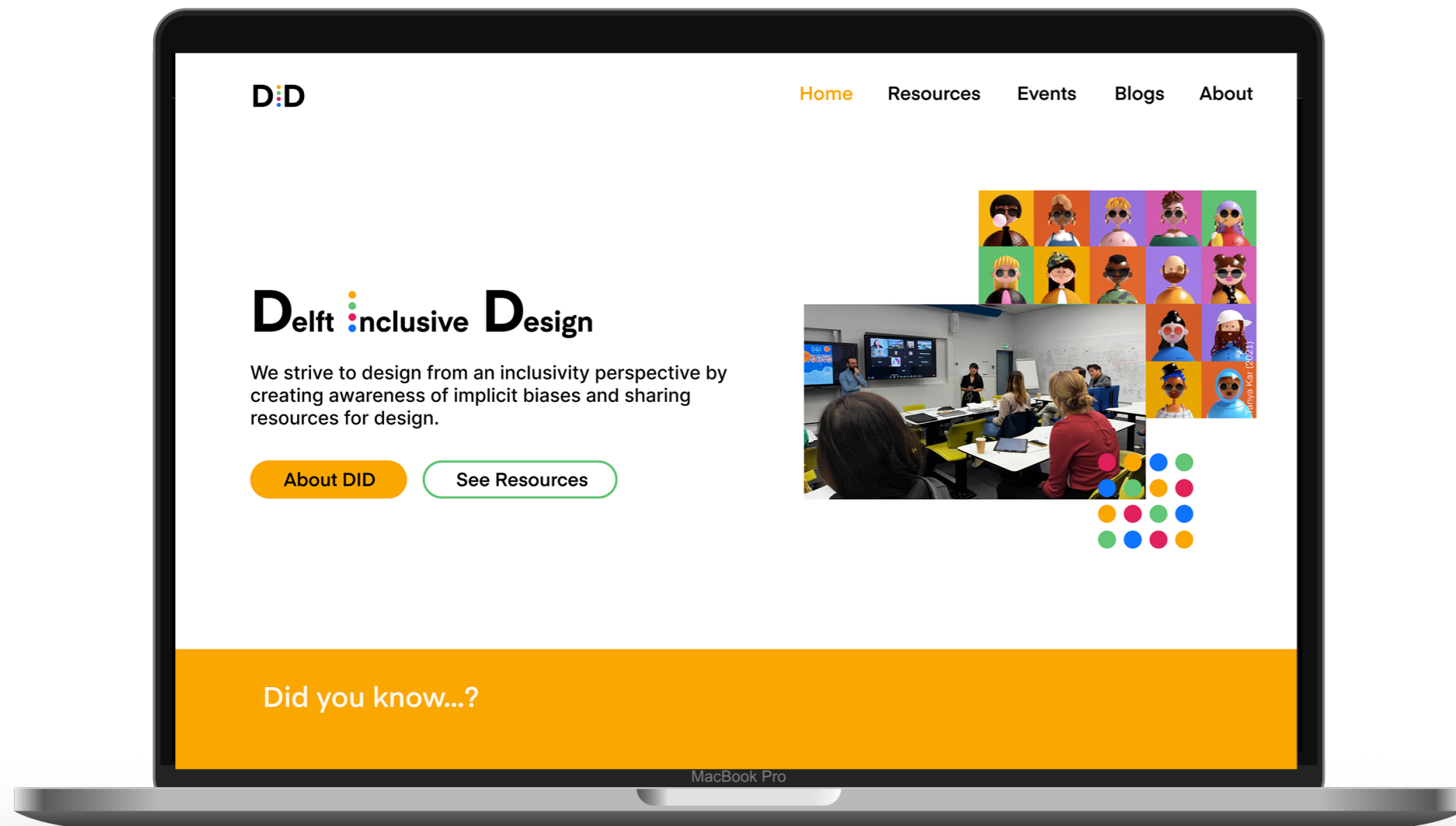# D:D Delft Inclusive Design

A platform to grow awareness and provide resources for IDE faculty in order to promote an inclusive design perspective.
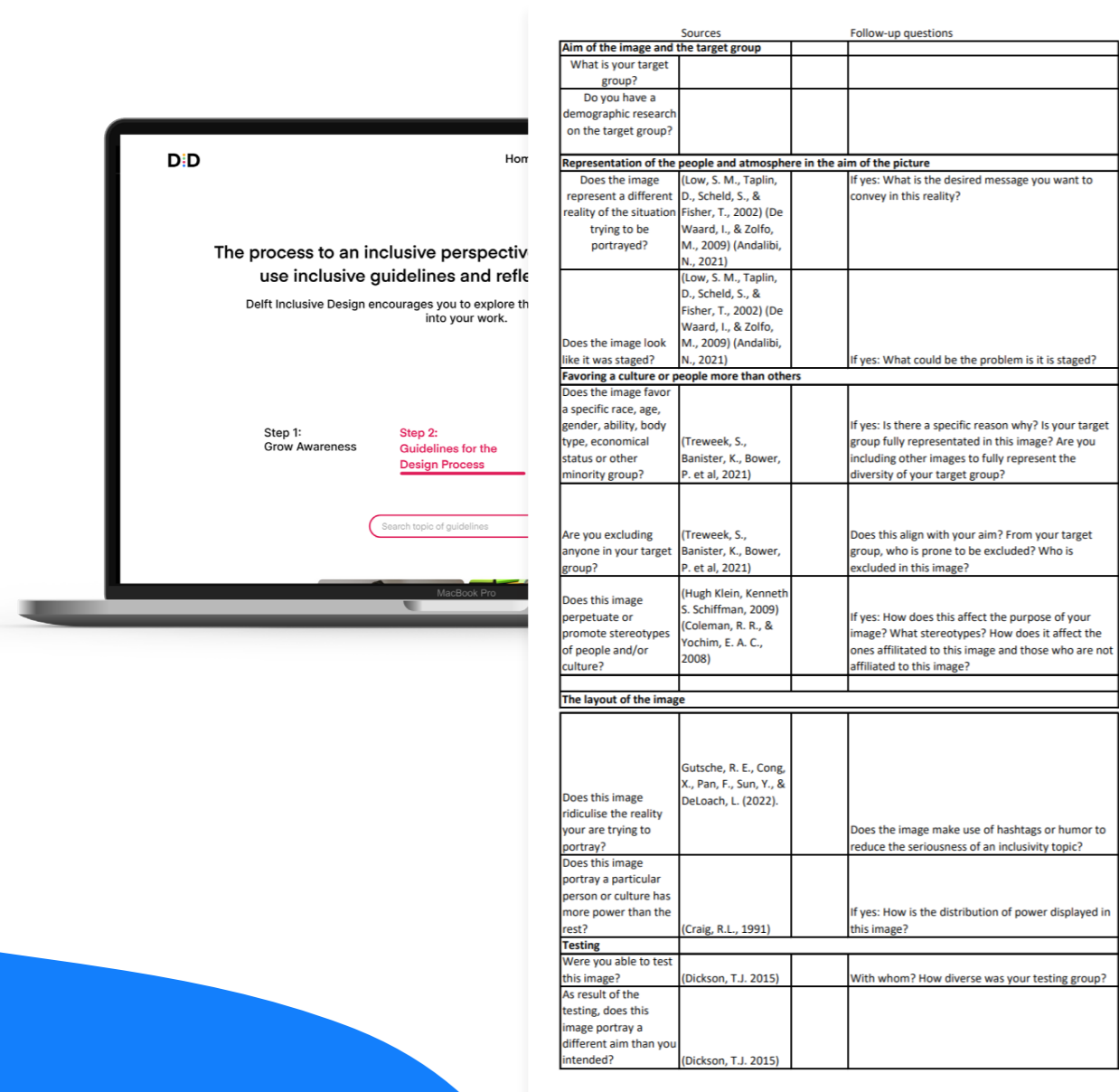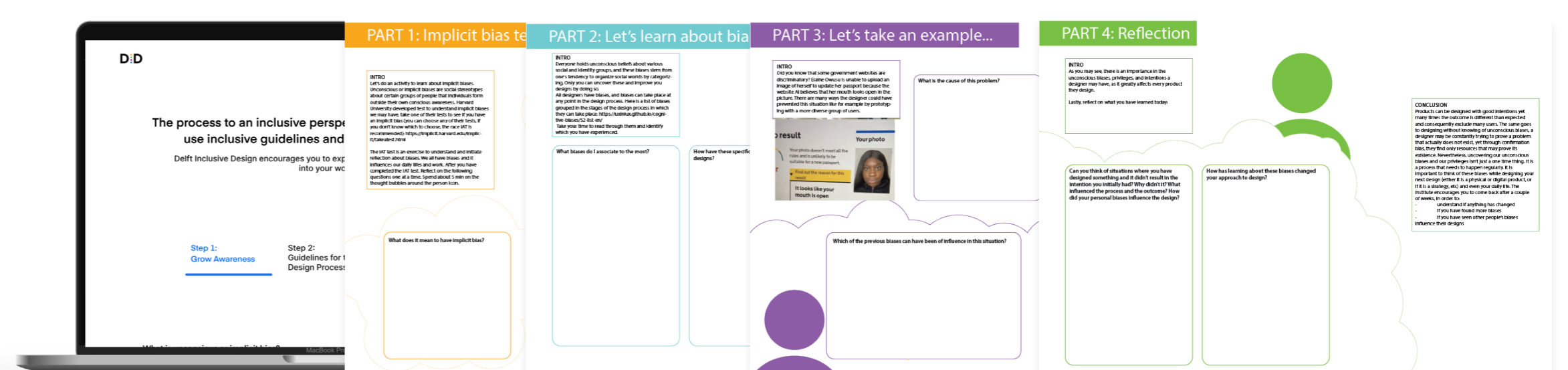

With globalisation we experience more diversity in the people in our communities. Yet, **products are continously designed without taking into consideration the diversity of the users**. This may cause products to marginalise people based on their diversity in comparison with other users. Designing with an inclusive perspective acknowledges the diversity within a target group. Diversity and inclusivity come in different forms, also known as attributes, like accessibility (physical capabilities), age, ethnicity, gender, sexuality, race, and more.

It is important for the faculty of Industrial Design Engineering (IDE) at TU Delft to address the responsibility that students and staff have when designing products for a diverse group of users. The first step to achieve this is to **create awareness for inclusivity and how personal experiences and implicit biases affect our designs**. After creating awareness, it is important **to have guidelines and tips that can aid students and staff to reflect and create inclusivity** in their work.

Step 1: Grow Awareness for inclusivity and of your own biases

The DID platform offers a wide variety of resources like podcasts, blogs, stock images, and activities for students and staff to learn more about inclusivity and form their own inclusive perspective. As the **inclusive design perspective** would be a new way of design thinking in our faculty, it could be integrated in the **Delft Design Guide** as part of the Perspectives Chapter. The different approaches to attributes of inclusivity could also be integrated in the Delft Design Guide.

Additionally, an **awareness activity** was created for students and staff to test and reflect on their **implicit biases**. It is a 4 step process where one can uncover their implicit biases, understand how these biases come into play in design and reflect on ways in which biases can be worked through.

Step 2: Use tips and guidelines to incorporate an inclusive design perspective

Apart from creating awareness, it is important that students and staff know what **actions** they can do in their **day-to-day** in order to carry out design from an inclusive perspective. Guidelines and tips can aid students and staff in this process, as **inclusivity comes in different forms** in each project and context. A **guideline to aid when selecting imagery** was created to aid students and staff to reflect on the inclusiveness portrayed in an image. This guideline sets **an example to how more guidelines can take form** and be useful to the IDE faculty.

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